



REQUEST FOR PROPOSAL (RFP) – BID# 7540370

**RACE TO THE TOP - EARLY LEARNING CHALLENGE
CENTER(S) FOR EARLY CHILDHOOD TEACHING AND LEARNING**

SUBMISSION DEADLINE: Tuesday, December 31, 2013 at 11:00 AM (ET)

PRE-BID CONFERENCE: **NO**
 YES _____

Mandatory: **NO**
 YES: Any vendor who intends to submit a bid proposal in response to this solicitation must have its designated representative attend the mandatory pre-bid conference. The representative must register at the pre-bid conference and disclose the identity of the vendor whom he/she represents. Because attendance at the pre-bid conference is mandatory, a vendor’s failure to attend and register at the pre-bid conference shall result in disqualification of the vendor’s bid proposal as non-responsive to the solicitation.

Buyer Name: **GAIL WALSH**
Title: **CHIEF BUYER**

QUESTIONS concerning this solicitation must be received by the Division of Purchases at (gail.walsh@purchasing.ri.gov) no later than (Tuesday, December 17, 2013, 5:00 PM (ET)). Questions should be submitted in a *Microsoft Word attachment*. Please reference the bid number (Bid #7540370) on all correspondence. Questions received, if any, will be posted on the Rhode Island Division of Purchases website as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: **NO**

BOND REQUIRED: **NO**

DISK BASED BID: **NO**

NOTE TO VENDORS:
Vendors must register on-line at the Rhode Island Division of Purchases website at www.purchasing.ri.gov. Offers received without the completed four-page Rhode Island Vendor Information Program (RIVIP) Generated Bidder Certification Cover Form attached may result in disqualification.

THIS IS NOT A BIDDER CERTIFICATION FORM

REQUEST for PROPOSALS
Race to the Top – Early Learning Challenge
Center(s) for Early Childhood Teaching and Learning

The Rhode Island Department of Administration, Division of Purchases, on behalf of the Rhode Island Department of Education (RIDE) is requesting proposals from institutions of higher education in Rhode Island to design and administer one or more Center(s) for Early Childhood Teaching and Learning, in accordance with the terms of this solicitation.

INSTRUCTIONS AND NOTIFICATIONS TO BIDDERS:

Potential offerors are advised to review all sections of this solicitation carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.

Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.

All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.

Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and may not be considered. The "Official" time clock is in the reception area of the Division of Purchases.

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This will be a requirement only of the successful bidder (s).*

Offerors are advised that all materials submitted to the State of Rhode Island for consideration in response to this Request for Proposals will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws.

Also, Submitters should be aware of the State's MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the State MBE Administrator at (401) 574-8253 or charles.newton@doa.ri.gov. Visit the website <http://www.mbe.ri.gov>.

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.

Equal Employment Opportunity (RIGL 28-5.1)

§ 28-5.1-1 Declaration of policy. – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090 or via email raymond.lambert@hr.ri.gov.

Subcontracts are permitted, provided that their use is clearly indicated in the offeror's proposal, and the subcontractor(s) proposed to be used are identified in the proposal.

RIGL 37-13-3.1 State public works contract apprenticeship requirements. * (a) Notwithstanding any laws to the contrary, all general contractors and subcontractors who perform work on any public works contract awarded by the state after passage of this act and valued at one million dollars (\$1,000,000) or more shall employ apprentices required for the performance of the awarded contract. The number of apprentices shall comply with the apprentice to journeyman ratio for each trade approved by the apprenticeship council of the department of labor and training.

ARRA SUPPLEMENTAL TERMS AND CONDITIONS

For contracts and sub-awards funded in whole or in part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto, such contracts and sub-awards shall be subject to the Supplemental Terms and Conditions for Contracts and Sub-awards Funded in Whole or in Part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto located on the Division of Purchases website at www.purchasing.ri.gov.

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REQUEST for PROPOSALS

Race to the Top – Early Learning Challenge
Center(s) for Early Childhood Teaching and Learning

Section 1: Background and Overview

This request for proposals is to announce the availability of funding for Rhode Island’s Institutions of Higher Education to, individually or in partnership, create one or more Center(s) for Early Childhood Teaching and Learning. Funding is available for two \$1 million grants or one \$2 million grant.

“Establishing benchmarks for teacher quality that include a BA and specialized training in early childhood education not only supports program quality, but also benefits early educators by professionalizing the field and potentially increasing compensation and retention rate.”¹

In 2011 Rhode Island was one of nine states to win the first round of grants from the Race to the Top – Early Learning Challenge (RTT-ELC) Fund. This federal grant award represents an endorsement of Rhode Island’s commitment to making large-scale changes in the state’s system of early care and education. A central component of improving this system is working to improve the knowledge and competencies of the early care and education workforce and bachelor’s degree attainment is a critical step in ensuring both professional knowledge and practice are increased across the field.

High-quality bachelor’s degree programs have been proven to improve teacher practice and, subsequently, child outcomes². High-quality programs ensure teachers and other professionals are well grounded in the most up-to-date information on how and what to teach children and are able to use this information effectively in their classrooms. Research on teacher preparation programs finds that there is great variability in the structure and quality across the myriad early childhood teacher preparation programs nationwide and there is work to be done to revise early childhood teacher preparation programs to meet the needs of both pre-service and current early childhood teachers (Hyson et al., 2009; Whitebook, 2009; Whitebook et al., 2012).

This RFP seeks to address the aforementioned issues by offering funds to establish one or more Center(s) for Early Childhood Teaching and Learning. Successful design of a Center for Early Childhood Teaching and Learning necessitates that Institution(s) of Higher Education (IHE) pay careful attention to five components: strategies for delivering content and pedagogy; recruitment and selection of quality faculty; institutional support as indicated by allocation of funding and resources; sufficient depth, breadth, and duration of field experiences; and determining program impact (Whitebook et al., 2012). The successful bidder will extensively address these components using their knowledge of national research and the most up-to-date thinking around teacher education and will couch this within the specific Rhode Island context. The successful bidder will also design a

¹ Early Education for All. (2008). *Defining high-quality early education: Teacher education and training*. Retrieved from http://www.strategiesforchildren.org/eea/6research_summaries/08_TeacherEd.pdf

² For a comprehensive review of research on the benefit of early childhood bachelor’s degrees, see: Whitebook, Marcy. (2003). *Early education quality: Higher teacher qualifications for better learning environments – a review of the literature*. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley.

Center that is fully aligned with Rhode Island's Workforce Knowledge and Competencies (WKC) for Early Childhood Educators. Furthermore, because this Center is intended to educate current members of the workforce, the successful bidder will design a Center that addresses the specific context of those currently in the workforce, including:

- Complex schedules, including competing family and work responsibilities;
- Varying years of experience working in the field of early care and education;
- Number of years out of school settings, which may require remedial or increased academic support;
- Longer durations of time to complete bachelor's degrees (i.e., current teachers will likely need more than four years to complete a BA program); and
- Varying levels of support from supervisors to access leave time or implement acquired knowledge and skills.

The intention of this RFP is to provide funds that will be used to develop and operate the Center(s) for Early Childhood Teaching and Learning, as opposed to support teacher enrollment. Under the RTT-ELC grant, funds are available via several mechanisms (e.g. T.E.A.C.H. scholarships) to support individual enrollment in BA programs of study. The successful bidder will understand these funding mechanisms and work to ensure that program design for the Center allows for individuals to easily use these options to pay for enrollment.

The Center(s) for Early Childhood Teaching and Learning will be expected to design a pathway that leads to an Early Childhood Education Certificate for PK-2. The proposed program will undergo the program approval process through RIDE; thus, candidates must structure this program in accordance with the most up-to-date RI Program Approval (RIPA) Standards for teacher preparation programs, currently in draft form. The Center must also address pedagogy and practice appropriate for teachers of infants and toddlers and develop current and future leaders in the field. Proposals may address non-certification pathways, provided that they offer bachelor's degrees that 1) are aligned with the WKC for Early Childhood Educators, 2) address teaching children birth-five, 3) have rigorous admission standards, 4) have clear criteria for hiring qualified faculty, 5) assist students in building upon current credentials; and 6) are aligned with certification pathways so students can easily progress along the career pathway. Bidders are strongly encouraged to be innovative in their program design.

The successful bidder will address all aforementioned components. To ensure, at a minimum, all areas are addressed comprehensively in the technical report the bidder should address all components in the "Technical Proposal Required Elements" section of this RFP.

Rhode Island Early Childhood Higher Education Inventory

In 2012 the Rhode Island Early Learning Council commissioned the Center for the Study of Child Care Employment at the University of California, Berkeley to conduct the Rhode Island Early Childhood Higher Education Inventory. The findings of the inventory illuminated gaps across the state's current early childhood higher education offerings and programs, including: 1) a lack of focus in programs on teaching infants and toddlers, 2) a need for building diverse leadership across the field and offering programs that prepare this leadership, and 3) an absence of high-quality field

experiences across age groups. As bidders design proposed programs, each of these findings must be taken into account. To access to the full report, please see the citation in the Resources section (**Appendix C**).

Rhode Island Program Standards Continuum

Rhode Island's continuum of quality standards for early care and education programs has been revised as part of the RTT-ELC grant. The revisions to the three sets of standards (DCYF Licensing, BrightStars, and RIDE Comprehensive Early Childhood Education Approval) are meant to strengthen the system of early care and education across the state and call for raising workforce standards. The numbers of programs in BrightStars will increase, and many will aspire to reach the four and five star levels, which call for bachelor's degrees in early childhood education for teachers. This expansion is being driven both as a result of financial incentives and a new requirement for programs accepting subsidy payments Child Care Assistance Program to enter the rating and improvement system. Additionally, the Rhode Island Education Aid Foundation Formula approved in 2010 will take a phased-in approach to increasing the state's Pre-K investment to \$10 million in order to expand access to high-quality Pre-K over the next ten years. These initiatives are expected to raise the demand for early childhood bachelor's degrees in Rhode Island.

Workforce Knowledge and Competencies

In addition to the aforementioned program standards, Rhode Island has created Workforce Knowledge and Competencies (WKC) for Early Childhood Educators and Family Child Care Educators. These core competency frameworks articulate what educators should know and be able to do and articulate the various benchmarks of credentials and experience held by teachers at various levels on the career pathway. The proposed Center for Early Childhood Teaching and Learning must align all early childhood course content and learning experiences with these competencies, notably at Level 3 of the WKC Framework for Early Childhood Educators, which articulates the knowledge and skills a bachelor's level teacher should possess (see **Appendix B**).

Section 2: Eligible Applicants

Race to the Top – Early Learning Challenge funds for the Center(s) for Early Childhood Teaching and Learning will be offered only to Institutions of Higher Education (IHEs) in Rhode Island which currently operate approved early childhood teacher preparation programs. Rhode Island IHEs may choose to partner with one another and are strongly encouraged to partner with an entity with expertise in preparing early childhood teachers actively employed during their preparation via bachelor degrees programs. Minimally, this partnership will include developing the proposal to be submitted here. However, partnerships which will support the initial operations of the Center(s) are also recommended. This entity may be an out of state IHE or an entity that has consulted in the design of or conducted research on early childhood teacher preparation programs.

In addition to the aforementioned eligibility requirement, the interested IHE or IHEs must:

- Provide matching or, at a minimum, significant funding/resources or in-kind contributions to supplement the RTT-ELC dollars allocated toward this Center.

- Provide a plan to sustain the operation of the proposed Center after the RTT-ELC Grant award is completed (beginning January 2016).
- Design a program that meets all parameters of this RFP, including successful implementation of best practice in teacher education (e.g., community based learning opportunities, high quality mentoring from master teachers), employs innovative ideas, and meets RIPA Standards.
- Provide evidence of ability to meet an expedited timeline, including evidence of the ability to operate the proposed Center beginning fall 2014.
- Partner with a national expert or entity to design the program. Bidders are also encouraged to collaborate with a national organization to administer the Center, such as out of state IHEs or early childhood research organizations with expertise in teacher education, especially during the initial implementation process.

Joint applications for funds may be submitted. However, in each case the lead agency chief administrative officer who will retain fiduciary and other administrative responsibilities for the grant must be designated and indicated in the application (see Appendix D for signature page). Joint applications must address the role(s) of each IHE in administering the Center.

Section 3: Scope of Work

Tasks

1. Hire, assign, and maintain qualified faculty for all positions.
2. Develop and finalize program design.
3. Enroll eligible students in the bachelor's degree program(s).
4. Implement the designed program(s).
5. Develop and carry out plan to evaluate the effectiveness of the program on teacher practice and child outcomes.
6. Develop and carry out plan to sustain the program post contract period.
- 7.

Deliverables and Timeline

Task	Deliverables	Projected Schedule
#1	List of faculty/staff, including assigned job duties	Immediately upon execution of contract - January 2014
#1	Bi-annual list of faculty/staff assigned to each course and/or position	September 2014 through the remainder of contract
#2	Detailed finalized program design description and completed course curricula and field experience design that are each aligned with up-to-date thinking in regard to teacher education programs	January 2014 - August 2014
#3	Quarterly report on students enrolled in program	September 2014
#4	Courses delivered, and field experiences, and other supports and activities underway	September 2014 through the remainder of contract
#5	Finalized evaluation plan	January 2014 - August 2014
#5	Bi-annual data on changes in teacher practice and child outcomes	January 2015 through remainder of contract
#6	Finalized sustainability plan	January 2014 - August 2014

Section 4: Technical Proposal Required Elements

Assemble your technical proposal as outlined below. The technical proposal may be no longer than 30 single-spaced pages. All areas you are requested to address are based upon research about what constitutes high-quality early childhood education teacher preparation. For a list of the resources drawn upon to determine the elements of the technical proposal, see **Appendix C**.

Experience and Capacity

Describe your institution's ability to implement a Center for Early Childhood Teaching and Learning in accordance with up-to-date research on how and what to teach young children. Explain your current understanding of issues in early childhood teacher preparation, as well as your philosophy on early childhood teacher education and your knowledge of the field in Rhode Island. Include information about how your institution has prepared teachers thus far and evidence of positive outcomes from your program.

Briefly describe your proposed approach toward establishing this Center, including the anticipated location and the degree programs you will offer. At a minimum, bidders must propose a track leading to PK-2 Certification. Bidders should comprehensively describe how this program design meets the RI Program Approval Standards for teacher preparation programs (currently in draft form). This may include referencing standard numbers in relevant areas of the technical proposal or providing an attachment with each standards explicitly addressed.

Proposals may address non-certification pathways, provided that there is clear evidence that the proposed program design is 1) aligned with the WKC for Early Childhood Educators, 2) addresses teaching a diverse group of children ages birth-five, 3) have rigorous admission standards, 4) have clear criteria for hiring qualified faculty, 5) assists students in building upon current credentials, and 6) aligned with certification pathways so students are able to easily progress along the career pathway. Discuss your ability to enroll students in this new Center by September 2014.

Program Structure

a. Goals, Content, and Pedagogy

Explain the goals that drive the design of your Center for Teaching and Learning, including the Center's goals and the objectives for preparing the early childhood workforce. Please be specific about what outcomes you expect from the Center. Describe how you plan to reach a diverse (e.g., culturally, linguistically, and with varying professional experiences) array of early childhood professionals. Describe how you consulted and/or partnered with national experts in the field of early childhood teacher education to form your proposal. Describe how you will consult/partner with national experts in the future design and implementation of your program.

Describe in detail the content/coursework and learning experiences that will support reaching this goal, including how you will ensure "...in-depth coursework that addresses the complex educational and developmental needs of infants, toddlers, and preschoolers, a

population in the United States which is increasingly ethnically and linguistically diverse” (Whitebook et al., 2012). Explain how your coursework is grounded in up-to-date theories and science regarding child development from birth through age five, as well as approaches to pedagogy for children birth through five. Explain how your program design incorporates the latest approaches to effectively educating teachers, especially teachers already working in the field. Include how you will ensure coursework is applicable to daily classroom practice. Describe how you will ensure your coursework is aligned with the Workforce Knowledge and Competency Framework for Early Childhood Educators. Explain how you will address the gaps found in the Early Childhood Higher Education Inventory (e.g. quality clinical experiences, supervision and mentoring, incorporating technology etc.).

b. *Operation and Support*

Explain how you will ensure students receive credits for coursework undertaken at different institutions. This includes articulation agreements with the Community College of Rhode Island and other institutions from which students frequently transfer. Describe your plan to partner with CCRI to assure students choosing to begin at the associate’s level before entering to the bachelor’s degree program are able to continue their education as seamlessly as possible.

Explain how the Center will address the needs of students enrolled in your program(s). Include how you will support students who are currently in the workforce to succeed academically and how you will retain students, including how you plan to address known barriers to degree completion. Describe how you will provide consistent, ongoing, and comprehensive orientation and advising for students. Describe the variety of strategies you plan to use to ensure students have both general academic content and pedagogical knowledge and early childhood specific knowledge.

c. *Field Experience/ Clinical Partnerships and Practice*

Describe the proposed Center’s goal for field experiences and the types and durations of field experiences that will be offered. Also include the target age group(s), the parameters for choosing high-quality settings, the geographical location of experiences, and the design and frequency of supervision and mentoring that will accompany the experiences. Identify who supervisors and/or mentors will be. In addition, include how field experiences will be sequenced within coursework. Address how field experience design will account for the unique context of the current workforce, who work part or full-time in early childhood programs. Describe the multiple, objective tools and measures the program will use to assess candidate’s performance during field experiences and how these tools will and measures will be used to provide candidates with feedback, develop candidates’ knowledge and competencies, and ensure that candidates demonstrate improved practices as a result of field experience.

d. *Sustainability*

Please provide evidence that your institution is able to provide matching or at least significant funding and/or resources, or in-kind contributions to support the Center. Proposals that include both actual funding in addition to in-kind funds and which demonstrate a significant investment to supplement the state investment, as well as to

demonstrate sustainability beyond the time of the grant, will receive higher scores. In addition to your proposed budget for the funds attached to this RFP, attach a budget sheet, found in Appendix A, that details what your matching funds and resources which will support the Center. Describe how you will sustain the operations of this Center after the Race to the Top – Early Learning Challenge funds are no longer available (December 2015).

Faculty and Staff

Describe how the proposed director of the Center will meet the following minimum qualifications or, if you are not proposing a specific individual for a position, provide a job description that clearly articulates qualifications and experience necessary. At a minimum, the director of the Center must meet the following qualifications:

- Doctorate in Early Childhood Education or closely related field
- Demonstrated success in educating a diverse population of teachers
- Knowledgeable about best practice in teacher education, especially in providing bachelor's degree coursework and field experiences to members of the current workforce
- Experienced in conducting research related to early childhood education
- Demonstrated leadership skills
- Experienced in large-scale program evaluation

In addition, describe your regional and national recruitment strategy that will garner a diverse pool of experienced faculty and/or existing faculty that will help meet the objectives in the Center. Address your program's plan to meet the recommendations regarding faculty in the Early Childhood Higher Education Inventory (e.g., faculty qualified to address teaching Dual Language Learners, teaching using technology) and meet RIPA Standards. Describe your plan to provide faculty with ongoing professional development.

Research, Evaluation, and Continuous Quality Improvement

Describe how your institution will approach program evaluation. Provide your proposed plan of action for ensuring annual year-end reports on the Center's effect on teacher practice. This includes how you will collect data, what measures you will use for evaluation, and how your evaluation will tie to child outcomes. It also includes a plan for evaluating the processes the Center employs to instruct its students and the effectiveness of the various components of this Center, including review of faculty. Describe how you will evaluate the Center's impact over time, including measuring changes in teacher practice and employment outcomes for program completers. Indicate how you plan to make programmatic changes based on data.

Collaboration with Other Institutions and the Community

Describe how your Center will achieve the goal of creating a cohesive system of professional Development in Rhode Island by connecting with the statewide Professional Development and Technical Assistance Center. Describe how your proposed Center for early childhood teaching and learning will engage in collaboration with other IHEs. Include how you will ensure the Center plays an integral role in improving the landscape of early childhood teacher education in Rhode Island. Explain what methods you will use to keep open lines of communication with other IHEs and how you will collaborate on an ongoing basis and act as a leader in Rhode Island's higher education community.

Describe how you will collaborate with early care and education programs in the community. This includes partnering with programs and teachers for field experiences. In addition, describe how the Center will work with the programs and the field-at-large to address issues of quality and compensation in workplace environments.

Budget Narrative

Please describe how the bidder will effectively and efficiently use funding from this grant and from additional sources to achieve the outcomes in the RFP. Describe how your institution will provide the necessary funding/resources to contribute to operation of the Center. Provide evidence that costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the proposal.

Additional Competitive Factors

Describe any other factors that will contribute to your ability to establish this Center. The following are examples of additional competitive factors:

- Explicit connections to the current draft of the RI Program Approval Standards
- Experience serving diverse adult learners.
- Evidence of WKC-aligned early childhood teacher preparation programs in applicant's current model of teacher preparation.
- Existing community partnerships which will enhance student field and workplace experiences.
- Knowledge of national initiatives regarding early learning (e.g., Obama's Preschool for All Proposal; up-to-date research on effective practices in early childhood programs).
- Knowledge of Rhode Island's child population and early learning programs.
- Evidence of positive learning outcomes for previous teacher education candidates.
- Participation in national initiatives and research to improve teacher education.

Section 5: Terms of the Contract

The Contract will **begin upon issuance of a state purchase order** (estimated January 2014) and end **December 2015**. The scope of the work may be modified by RIDE prior to beginning work on a given task. Subsequent years' activities are dependent on the availability of funding and may be modified by mutual consent. RIDE retains the option of granting a time extension of up to **one year** with additional funding if available and if the level of work is expanded by mutual written consent.

Section 6: Cost Proposal/Terms of Payment

The Rhode Island Department of Education anticipates making two individual grant awards or one grant award for a partnership between two or more Institutions of Higher Education. The contractor must prepare a cost proposal reflecting the hourly rate or other fee structure proposed for this scope of services using the Cost Proposal Forms contained in Appendix A. **Individual awards will not exceed \$1 million and awards for a partnership will not exceed \$2 million.** Please ensure the budget is presented by state fiscal year, which runs from July 1st through June 30th.

(Please note that reimbursement for travel within the continental United States will be limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at www.gsa.gov/perdiem. Costs associated with food or refreshments are not allowed.)

Section 7: Review Criteria

A technical review team convened by the Rhode Island Department of Education will review each complete application using the criteria below. Bidders must score at least 50 points on the technical proposal to move forward for cost proposal review. Any proposals scoring less than 50 points will not have the cost component evaluated and the proposal will be dropped from consideration.

Category	Points
Experience and Capacity	10
Program Structure	30
Faculty and Staff	10
Research and Evaluation	5
Collaboration with Other Institutions and Community	5
Budget Narrative	5
Additional Competitive Factors	5
Total Possible Technical Proposal Points	70
Cost Proposal	30
Total Possible Points	100

Section 8: Proposal Submission

Questions concerning this solicitation may be e-mailed to the Division of Purchases at gail.walsh@purchasing.ri.gov no later than the date and time indicated on page one of this solicitation. Please reference the RFP number on all correspondence. Questions should be submitted in **Microsoft Word** format. Answers to questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. If technical assistance is required to download, call the Help Desk at (401) 222-3766 or lynda.moore@doit.ri.gov.

Offerors are encouraged to submit written questions to the Division of Purchases. No other contact with State parties will be permitted. Interested offerors may submit proposals to provide the services covered by this Request on or before the date and time listed on the cover page of this solicitation. Responses received after this date and time, as registered by the official time clock in the reception area of the Division of Purchases will not be considered. Responses (an original plus four (4) copies) should be mailed or hand-delivered in a sealed envelope marked **“RFP #7540370 – Center for Early Childhood Teaching and Learning (RACE TO THE TOP-EARLY LEARNING CHALLENGE)”** to:

RI Dept. of Administration
Division of Purchases, 2nd floor
One Capitol Hill
Providence, RI 02908-5855

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or those not presented to the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. Proposals faxed, or emailed, to the Division of Purchases will not be considered. The official time clock is in the reception area of the Division of Purchases.

Response Contents

Responses should include the following:

1. A completed and signed four-page R.I.V.I.P generated bidder certification cover sheet downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov.
2. A completed and signed W-9 downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov. **Please attach to original proposal only.**
3. A separate Technical Proposal describing the qualifications and background of the applicant and experience with and for similar projects, and all information described earlier in this solicitation. The Technical Proposal is limited to thirty (30) pages (excluding any appendices).
4. Curriculum Vitae for Each Proposed Staff (or job descriptions when staff/faculty are to be hired)
5. Separate Budget Documentation for IHE's Matching Funds
6. A separate, signed and sealed Cost Proposal reflecting the hourly rate, or other fee structure, proposed to complete all of the requirements of this project.

In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposals in electronic format (CDRom, diskette, or flash drive). Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested and it should be placed in the proposal marked "original".

APPENDIX A: BUDGET – Multi-year Projects

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

Expense Category	Estimated Expenditures		
	Year 1	Year 2	Year 3
1. Employee Salary and Benefits	0	0	0
1. Purchased Services	0	0	0
3. Supplies and Materials	0	0	0
4. Travel	0	0	0
5. Printing	0	0	0
6. Office Expense	0	0	0
7. Other: <i>(describe)</i>	0	0	0
8.	0	0	0
Subtotal	0	0	0
Indirect Cost *	0	0	0
<i>TOTAL</i>	0	0	0

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify and obtain the approval of the contract officer, in writing, if expenditures to be claimed for reimbursement in any line item above shall begin to vary significantly from the estimate given above; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds is permitted between Expense Categories (1) (2) and (3) up to 10% or \$25,000, whichever is less; all other transfers require prior written approval by the Department of Education.

**** Attach a copy of the approved indirect cost documentation***

BUDGET DETAIL SHEET (prepare one sheet for each year)

FISCAL YEAR _____

EMPLOYEE SALARY AND BENEFIT DETAIL (TOTAL COMPENSATION)**

NAME	POSITION TITLE	NUMBER OF HOURS	HOURLY RATE (including benefits)	SALARY and BENEFIT TOTAL \$
TOTAL REQUEST				

PURCHASED SERVICES DETAIL

NAME	POSITION TITLE	HOURS	HOURLY RATE \$	TOTAL \$
TOTAL REQUEST				\$

OTHER EXPENDITURES DETAIL

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Supplies and Materials		
Travel ***		
Printing		
Office Expense		
Other: <i>(describe)</i>		
Indirect Cost		

Total \$

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.

*** Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at www.gsa.gov/perdiem.

APPENDIX B: Workforce Knowledge and Competencies - Teacher Career Pathway

The Teacher Career Pathway

The career pathway specifies the benchmark that corresponds with the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. For the purposes of this document, “teacher” is defined as an individual primarily responsible for planning and implementing the educational program. A teachers progresses from one level to another through a combination of formal study, experience, and professional development as outlined in the table presented below.

	Level I	Level II	Level III	Level IV
Formal Education	12 credit hours in Early Childhood Education (ECE). OR A CDA plus 9 credit hours in Early Childhood Education (ECE).	AA in Early Childhood Education (ECE). OR 24 credits in Early Childhood Education (ECE).	Bachelor’s Degree in addition to or including 30 credits in Early Childhood Education (ECE). OR Has RI Early Childhood Certification PreK - 2 (includes Bachelor’s Degree).	Master’s Degree in Early Childhood Education. OR Bachelor’s Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE).
Experience	Minimum of 1 year of relevant experience (may include fieldwork or practicum).	Minimum of 1 year of supervised instructional experience.	Minimum of 2 years of supervised instructional experience.	Minimum of 3 years of supervised instructional experience.
Relevant Professional Development/ Credentials	Minimum of 20 hours/year of professional development related to the workforce knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Individual Professional Development Plan AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE) or related field.
Professional Activities		Membership in professional organization related to Early Childhood Education (ECE).	Membership in professional organization related to Early Childhood Education (ECE). AND Participation in at least one state, regional, or national conference via attendance, planning or presentation. OR Participation in community or state initiative related to early childhood.	Membership in professional organization related to Early Childhood Education (ECE). OR Participation in community or state initiative related to early childhood. AND Participation in at least one state, regional, or national conference via attendance, planning or presentation. OR Engagement in both formal and informal mentoring activities.

APPENDIX C: Resources

References:

Austin, L., Kipnis, F., Sakai, L. Whitebook, M. & Ryan, S. (2013). The state of early childhood higher education in Rhode Island: The Rhode Island early childhood higher education inventory. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley. Retrieved from http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Workforce/Rhodelsland_StateofECHEI_Final_June2013.pdf

Darling-Hammond, L. (2010). The anatomy of inequality: How the opportunity gap is constructed. In *The flat world and education* (pp. 27-62). New York, NY: Teachers College Press.

Hyson, M., Tomlinson H., & Morris, C. (2009). Quality improvement in early childhood teacher education: Faculty perspectives and recommendations for the future. *Early Childhood Research & Practice, 11*(1).

National Association for the Education of Young Children (2009). NAEYC standards for early childhood professional preparation. Retrieved from http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

White House. (2013). *Early learning: The White House*. Retrieved from <http://www.whitehouse.gov/issues/education/early-childhood>

Whitebook, M., Austin, L., Ryan, S., Kipnis, F. Almaraz, M. & Sakai, L. (2012). By default or by design? Variations in higher education programs for early care and education teachers and their implications for research methodology, policy, and practice. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley. Retrieved from http://www.irle.berkeley.edu/cscce/wp-content/uploads/2012/01/ByDefaultOrByDesign_FullReport_2012.pdf

Whitebook, M., Gomby, D., Bellm, D., Sakai, L., & Kipnis, F. (2009). *Effective teacher preparation in early care and education: Toward a comprehensive research agenda*. Part II of *Preparing teachers of young children: The current state of knowledge, and a blueprint for the future*. Berkeley, CA: Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California at Berkeley. Retrieved September 9, 2013 from http://www.irle.berkeley.edu/cscce/wp-content/uploads/2009/01/teacher_prep_2.pdf

Whitebook, M. (2009). Moving toward a more robust research agenda: A response to Hyson et al. *Early Childhood Research & Practice, 11*(1). Retrieved from <http://ecrp.uiuc.edu/v11n1/response-hyson3.html>

VanderVen, Karen. (n.d.). New perspectives on theory-to-practice: Implications for transforming teacher education and child outcomes. Retrieved from: <http://ecap.crc.illinois.edu/pubs/katzsym/vanderven.pdf>

Referenced Standards:

RI Program Approval Standards:

<http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx>

BrightStars Quality Framework (see page 53):

<http://sos.ri.gov/documents/archives/regdocs/holding/DHS/CCAPdraftall.pdf>

RI Comprehensive Early Childhood Education Approval Standards:

<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Programs.aspx>

Workforce Knowledge and Competencies for Early Childhood Educators:

<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Workforce.aspx>

APPENDIX D: Joint Application Signature Page

Joint Applications

Joint applications for funds may be submitted. The lead agency chief administrative officer who will retain fiduciary and other administrative responsibilities for the grant must be designated and indicated in the application. The joint application, if funded, will require the signature on the contract of the official authorized to administer the program for each entity.

Enter the information requested for each participating entity.	
INSTITUTION/ORGANIZATION	SIGNATURE OF AUTHORIZED OFFICIAL
Institution of Higher Education/Organization Name	
City	
Institution of Higher Education/Organization Name	
City	
Institution of Higher Education/Organization Name	
City	
Institution of Higher Education/Organization Name	
City	

The authorized official from the lead fiscal agency must sign both this application and the contract.

LEAD FISCAL AGENCY	SIGNATURE OF AUTHORIZED OFFICIAL
Institution of Higher Education/Organization Name	
City	